

Director Information Session

September 9, 2015



Today's Agenda

- Update Session
 - Federal, State, Agency, Program
- BREAK (20 minutes)
- Developing Social Emotional Competence in Pre-K Students Session

On the Federal Level...

- Greater Emphasis on early learning and services for children birth to kindergarten
- Bipartisan support of early childhood
 - Elementary and Secondary Education Act (ESEA) reauthorization
 - Child Care Development Block Grant (CCDBG) reauthorization



Elementary and Secondary Education Act (ESEA) Reauthorization

- Every Child Achieves Act (ECAA) passed in July 2015
 - Reauthorizes ESEA for the first time since **2001**.
- ECAA supports early childhood (birth to 5) initiatives by:
 - Permitting more flexible state and local use of federal resources.
 - Clarifying eligible ESEA uses for early childhood initiatives.
 - Encouraging better coordination and alignment of early learning initiatives with elementary school.

Child Care and Development Block Grant (CCDBG) Reauthorization

- Child Care and Development Fund (CCDF)
- \$5.3 billion block grant program that provides funding to states, territories, and tribes to provide access to child care services for low-income families and to improve the quality of child care.
- Georgia receives approximately \$189M annually.

Child Care and Development Block Grant (CCDBG) Reauthorization

- Child Care and Development Block Grant (CCDBG) Act of 2014 signed into law November 2014
- The CCDBG Act of 2014 reauthorizes CCDF through FY 2020.
- Focused on balancing dual purposes:
 - To promote economic self-sufficiency for low-income families.
 - To support healthy development and school readiness needs of children.

Significant Advancements of Reauthorization

- Makes child care **safer** by defining health and safety requirements for child care providers and by requiring background checks and inspection of facilities
- Provides **more stability** for parents and children through family-friendly eligibility policies
- Helps parents better understand child care choices available to them by **improving accessibility** and **transparency of information** about providers



CCDF Reauthorization

- Focus on improving:
 - Infant Toddler Care
 - Social Emotional Development
 - Continuity of Care for young children
 - Wrap Around Services

On the State Level...

- Governor's Education Reform Commission
- Georgia Professional Standards Commission (PSC): Teacher Certification Changes
- Georgia Department of Education (GaDOE): Kindergarten Entry Profile (KEP)

Governor's Education Reform Commission



Governor's Charge to the Education Reform Commission:

- Study and make recommendations focused on how our educational systems **can more effectively prepare today and tomorrow's students for success in postsecondary programs and the workforce.** This kind of preparation will ensure Georgia remains the best place in the nation to live and raise a family.
- Georgia's children, and their parents, are depending on their public education options to provide the kind of high-quality, world-class education that will accomplish this goal. Your responsibility is **to think beyond the confines of the current system, to look into the future, and to recommend changes that will make that level of educational preparation more than just a dream in Georgia.** Together we will make it a reality.
- I challenge you to **think broadly, dream boldly, and act with vision and courage** on behalf of our children's future.

Governor's Education Reform Commission

● Subcommittees:

- Funding
- **Early Childhood**
 - Chair: Amy Jacobs, DECAL Commissioner
- Move on When Ready
- Teacher Recruitment, Retention, Compensation
- Expanding Educational Options

Governor's Education Reform Commission

Governor's Charge to the Early Childhood Education Subcommittee:

- Study and make recommendations for the expansion of early educational options, including **expanding Pre-K** in Georgia and **increasing access to quality rated programs** for all kids, from birth to age five. This will require **addressing our current funding formula for Georgia Pre-K** as well as considering innovative approaches for getting more children in high quality programs.
- Recommendations must be made by December 1, 2015 so that a new Pre-K formula can be a part of my FY2017 budget proposal as well.

Goal of the Early Childhood Subcommittee

- Goal:
 - Provide recommendations on ways to increase overall **access** to **high quality** early childhood programs for all Georgia's children.
- Objectives:
 - Identify strategies to expand Georgia's Pre-K Program
 - Identify strategies to expand Quality Rated, Georgia's tiered quality rating and improvement system

Early Childhood Subcommittee Recommendations

- Pre-K Topics:
 - Class size
 - Teacher salary and benefits
 - Teacher retention
 - Operating Costs
- Quality Rated Topics:
 - Child And Parent Services (CAPS) policies
 - Tax incentives

Professional Standards Commission (PSC) Teacher Certification Changes

- PSC is changing the process for teacher certification:
 - Certificate of Eligibility (for employment):
 - Completion of all requirements for professional certification and applicable Special Georgia Requirements (recent graduates)
 - Certificate Types (clear renewable):
 - Standard
 - Performance-based

Professional Standards Commission (PSC) Teacher Certification Changes

	Must be employed by a Local Unit of Administration	Completion of all requirements for professional certification and applicable Special Georgia Requirements	Evaluated on the statewide evaluation system (TKES)
Standard	X	X	
Performance	X	X	X

Professional Standards Commission (PSC) Teacher Certification Changes

● Resources:

- Understanding the 2014 Educator Certification Changes
- FAQ specific to Pre-K posted on DECAL website
- <http://www.gapsc.com>

Kindergarten Entry Profile (KEP) Overview

- The Kindergarten Entry Profile is one component of Georgia's Early Learning Challenge (ELC) grant.
- The KEP will:
 - augment the Georgia Kindergarten Inventory of Developing Skills (GKIDS) and be administered during the first six weeks of Kindergarten;
 - be aligned to the Georgia Early Learning Development Standards (GELDS); and
 - be built to be developmentally appropriate, reflecting research-based best practices for young learners.

KEP Purpose

- The purpose of the KEP will be to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**. It will:
 - provide information to allow Kindergarten teachers to individualize instruction;
 - inform our understanding of the skills of children entering Kindergarten; and
 - provide the early childhood system with information about the supports and resources needed to ensure that every Kindergarten student starts school with the skills needed to be successful.

CLL8.4c: With prompting and support, tracks words from left to right, top to bottom, and page to page.		
Activity	Performance Levels	
<p>The teacher sits with the student, one-on-one, and reads an engaging early level text, asking the student to help with the reading.</p> <p>Say, “I am going to read you this story and I want you to help me. It is called _____.”</p> <ol style="list-style-type: none"> <i>Top to bottom:</i> Open the book to page 1. Say, “Show me the top of the page. Show me the bottom.” Say, “Show me where I should start reading.” <i>Left to right:</i> Point to the first word, read it. Say, “I am going to point to the words as I read. Show me how my finger should move on the page as I read.” <i>Page to page:</i> Point to the last word on the page. Say, “Where do I read next?” <p><u>Materials:</u></p> <p>An early level text with distinct layout of print and illustrations, good spacing of words and multiple lines of text.</p>	Not Yet Demonstrated	Even with prompting and support, the student does not track words from left to right, top to bottom nor page to page.
	Emerging	With prompting and support, the student tracks words appropriately in one of the three ways (left to right, top to bottom, page to page).
	Progressing	With prompting and support, the student tracks words appropriately in two of the three ways (left to right, top to bottom, page to page).
	Meets the Standard	With prompting and support, the student tracks words appropriately in all three ways (left to right, top to bottom, page to page).

Development

● Timeline

- Pre-K field test– Spring 2016
 - Operational launch (sample) – Fall 2016
 - Statewide launch – Fall 2017
- Additional work throughout the term of the project will include the development of online training modules and performance reports.

Contact Information

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On the Agency Level...

- Economic Impact Study
- Quality Rated
 - QR Updates
 - School System Pilot
 - Quality Rated with an “I”
- Professional Development System (GaPDS)- *New!*

Economic Impact Study

- Measures the economic impact of Georgia's early learning industry using an established estimated model
- Follow-up to 2008 study:
 - Study conducted by partnership between UGA and GSU
- Provides critical workforce data
- Results published in September/October 2015

Economic Impact Study Road Shows

- Five policy forums planned throughout the state
 - Purpose: to share facts of economic impact with local government and business leaders, child care providers, advocacy and civic organizations; etc.
- Provider Webinar: Date TBD

Quality Rated

Number of Quality Rated Child Care Programs

	1 Star	2 Star	3 Star	Total
Child Care Learning Center	152	247	82	481
Family Day Care Home	36	74	55	165
Group Day Care Home	7	9	3	19
Other	18	23	8	29
Total	213	353	148	714

13.75% of all child care providers in Georgia are Quality Rated.

As of 8/27/15



Quality Rated Updates

- ECERS-3 Transition: updated instrument with greater focus on language, literacy, and teacher-child interactions.
- Public awareness campaign launching in the fall.
- Visit www.qualityrated.dec.state.ga.us to sign up for Quality Rated!



Quality Rated School System Pilot

- Quality Rated is working in conjunction with Georgia's Pre-K to develop a QRIS for stand-alone BOE Pre-K sites.
- Includes portfolio and ERS observations.
- Bonus packages are being developed.
- Total of 36 stand-alone BOE Pre-K sites
 - 12 sites to participate during the 2015-2016 school year

Quality Rated School System Pilot - Timeline

- Early Fall:
 - Invitation sent via email to 36 BOE providers for a introduction/overview webinar.
 - Overview webinar with BOE sites
- October-December: TA delivery in needed areas.
- Mid-January: BOE programs submit portfolios
- February– April: TA continued until QR assessors complete observations.
- May 2016: Ratings are completed and providers are notified.

Quality Rated School System Pilot

For additional information about the project,
contact:

Brian Griffin
Quality Improvement Coordinator
912-717-6402
Brian.Griffin@dec.al.ga.gov

Quality Rated with an 'I'



- The QR Inclusion Endorsement will be available programs who:
 - Have a 2 or 3 star rating
 - AND
 - Serve children aged between 30 -60 months have disabilities or challenging behavior.
- Eligible providers will be contacted about participating in a pilot.
- Need more information?

QRinclusion@dec.al.ga.gov

Georgia Professional Development System (GaPDS)

- The new online system will encompass the existing systems:
 - Professional Development Registry (PDR)
 - Training Registration Systems
 - Trainer and Training Approval System
- Existing systems will be updated and enhanced as part of the development process.
- Timeline: 1st phase- Winter, 2016

What is the Purpose of the New System?

- To streamline professional development policies across the agency, approved entities and trainers.
- To allow easy review and access approved trainings statewide.
- To update and connect existing systems into one access point for registry members, teachers, facility administrators, and trainers.
 - Completed training will be uploaded into individual registry files. ***No more submitting training certificates to the PDR!***
 - Administrators will have a portal to review employees' registry files and training history.

Sign up for Georgia's Early Learning Challenge Grant Newsletter!

Sign up to receive monthly updates about the progress of Georgia's Early Learning Challenge grant. Topics include GELDS Teacher Toolboxes, training on teaching Dual Language Learners (DLLs), Quality Rated, and more!

Sign up for the newsletter at:

www.bit.ly/ELCEmail

On the Program Level...

- Budget
- Research Studies
- Resources
- WSO Updates
- GA Pre-K Week

FY16 Budget Updates

- 84,000 slots
- 180 for children and 190 for teachers
- No change in class size of 22 students
- 1% increase for lead and assistant teachers, included in the rates.

Research Studies

- Pre-K Longitudinal Study
- Institute of Education Sciences (IES) Validation Study

Georgia's Pre-K Longitudinal Study

- Participation in Georgia's Pre-K significantly improved children's readiness skills across most domains of learning.
- Results attest to the positive impact of Georgia's Pre-K Program and provide evidence that the program is a strong component of the state's K-12 system.
- Results of follow up study will be released in mid-September.

Institute of Education Sciences (IES) Study

- To **validate** the ECERS-3
 - Measure the distribution of ECERS-3 scores
 - Compare/Correlate ECERS-3 scores to CLASS
 - Look at connection between child outcomes
- Three states are sub recipients (GA, WA, PN)
- Funded through Institute of Educational Sciences (IES).

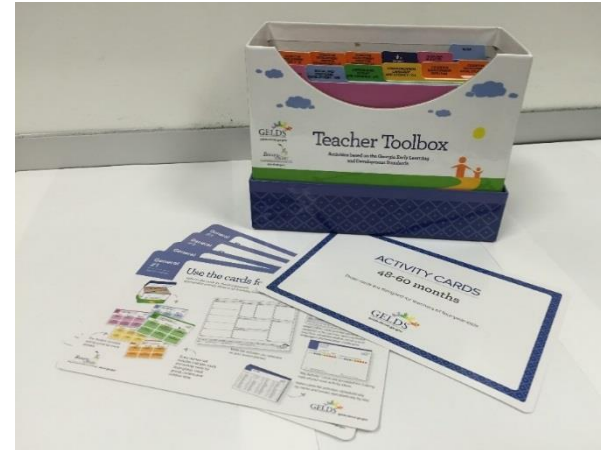
Institute of Education Sciences (IES) Study

- 300 Classrooms
- Two Components:
 - 260 ECERS-3 classrooms in Georgia. Coordinated through Quality Rated
 - 40 classrooms: ECERS-3, CLASS, and child assessments. Coordinated through Quality Rated, Pre-K, Research
 - One dedicated staff person
- Recruitment

Pre-K Resources

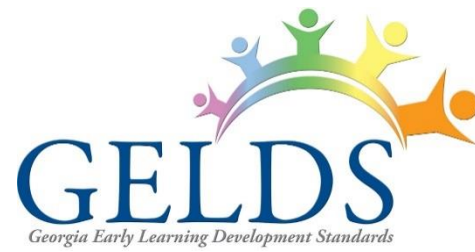
- *Off to a Good Start* Lesson Planning Guide
 - One guide per class shipped in July
- Children's Books from GaDOE
- GELDS Teacher Toolbox

GELDS Teacher Toolboxes



Partially funded through the ELC grant, the GELDS Teacher Toolboxes were designed as a tool for early care and education professionals to support the use of intentional, standard-driven activities in lesson plans for children from birth through Pre-K.

GELDS Teacher Toolbox



- The Toolboxes were designed in 4 “packs” – each “pack” representing a continuum of development designed for the following age groups:
 - Infants & One year olds (0 – 36 months)
 - Two year olds (12 – 48 months)
 - Three year olds (24 – 60 months)
 - Four year olds/Pre-K (36 months – Kindergarten Correlations)
- GELDS toolboxes were shipped to each Pre-K site for each classroom.
- GELDS toolboxes will be integrated into all Pre-K training.

The Pre-K Toolbox



- Contains more than 400 cards with activities for each of the 4-year old GELDS indicators.
- Activities were created with specific routines in the Pre-K day in mind— large group, small groups, centers, outdoors, etc.
- The card pack also includes 10 blank activity cards for teachers to add their own activities, Bright Idea cards with adaptations for children with disabilities, an activity index and a book index.

Coming Soon: PEACH

- GELDS toolbox will be integrated into a lesson planning website for all B-5 teachers
PEACH: Planning Educational Activities for Children.



[Sign In](#)[Free Registration](#)[About GELDS](#)[Explore GELDS](#)[Create a Lesson Plan](#)

Classroom Name

Age Group (Months)

☐

All

☐

0 - 12

☐

12 - 24

☐

24 - 36

☐

36 - 48

☐

48 - 60

☐

Pre-K

Plan Template



Lesson Theme(s)

Week of

[Create New Plan](#)

PEACH allows teachers to search for activities by age group, by domain or by topic of study.



Sign In

Free Registration

About GELDS

Explore GELDS

Create a Lesson Plan

Dragonflies

THEME

Kitchen

WEEK OF

Sep 14 - Sep 18, 2015

TEACHER

Kelly Newbert

SCHOOL

The Clifton School

SCHOOL YEAR

2015 - 2016

AGE GROUP (MONTHS)

36 - 48, 48 - 60

NEW TIME BLOCK



Time Block Title

Exploration & Play

Time Period

8:00 AM

to

11:00 AM

Time Period



Whole Week



Daily







EX: Exploration & Play, Story Time, Music & Movement

Create Time Block

Teachers can customize the lesson plan builder to their individual daily schedule.

Students

+
STUDENT

STUDENT NAME	DATE OF BIRTH	CONTACT	EMAIL	PHONE
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
 Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212

If teachers register, they can add their students, this allows them to individualize activities and assessment.

TEACHER
Kelly New
SCHOOL
SCHOOL YEAR
AGE GROUP (MONTHS)

Email Lesson Plan

Send To

Message

Select Lesson Plan View To Send

Summary Lesson Plan

Detailed Lesson Plan

Assessment Plan

Activity Name

Notes

Indicator

Students

Activity Name

Description

Bright Ideas

Photos

Notes

Indicator

Students

Assessment

Assessment Notes

Assessment Students

Activity Name

Assessment

Assessment Notes

Assessment Students

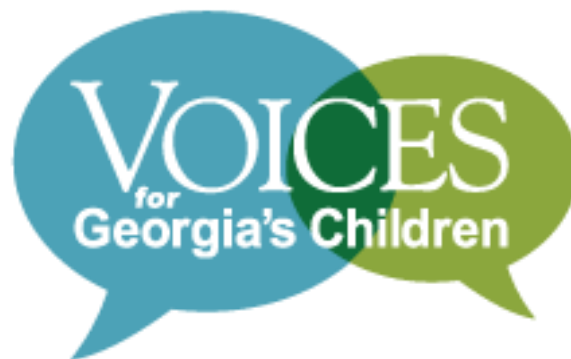
When lesson plan is complete, teachers can save, print or email to Directors using different options.

WSO Tips for Directors

- Before sending new lead teachers to WSO training, add them as users in WSO and ensure they are able to log in.
- Provide new lead teachers with PANDA rosters and ensure they have their children entered into WSO BEFORE they attend WSO training.
- Review with all lead teachers expectations for entering high quality evidence.
- Provide time and all necessary resources for lead teacher success with WSO.

Training Reminders

- New Lead teachers should complete their online component “Off to a Good Start” podcast series **BEFORE** they attend training. These are designed to be most helpful at the beginning of the year.
- Both lead and assistant teachers should be familiar with IQ guides.



Background Information

- Georgia Pre-K Week is designed to engage lawmakers and civic leaders in visiting Georgia Pre-K classrooms in their local communities to build public commitment for early learning from birth to third grade.
- Voices for Georgia's Children works collaboratively with DECAL in promoting Georgia Pre-K Week and scheduling visits in Pre-K classrooms.

Georgia's Pre-K Week 2014

- 202 visits completed
- Visits by **30 Senators**
 - 54% of the Senate
 - 4 were new Pre-K Week participants
- Visits by **83 Representatives**
 - 46% of the House
 - 23 were new Pre-K Week participants
- Over the last three years of Georgia's Pre-K Week, 169 members of the current legislative body have visited a Pre-K classroom.
 - 72% of the current General Assembly

Georgia's Pre-K Week 2015

- All Georgia Pre-K programs will receive an email from Voices, which will include a registration form to fill out and send in.
- The first 500 schools to register with Voices will receive a Pre-K week yard sign and a copy of the book Corduroy, donated by Scholastic.
- All schools that register will be entered into a raffle drawing for a free library makeover, donated by Scholastic. **Voices is raffling off two library makeovers.**

Georgia's Pre-K Week 2015

- Once registered with Voices, schools will be provided with information and tools to ensure a successful Pre-K week event.
- Schools may also receive help hosting events from one of the partner organizations.

Developing Social Emotional Competence in Pre-K Students

Cassa Andrews

Positive Behavioral Interventions and Supports
Program Manager



Georgia Department of Early Care and Learning

Bright from the Start: Georgia Department of Early Care and Learning

www.dec.al.ga.gov

Framing the Issue

- 10-30% of preschoolers are not behaviorally and emotionally ready to be successful in school.
- Critical social emotional skills are developed during the birth to third grade period.
- Early problem behavior is predictive of future challenges.
- Early educators feel unprepared to address challenging behavior.
- Increased suspension and expulsion
 - 14,292 Georgia children aged 5 – 8 received out of school suspensions in 2014.
 - Preschool children are 3 times more likely to be expelled than K-12 students.
- Children who aren't in school can't benefit from positive early learning experiences.

Federal Focus on Social Emotional Development

- US ED and HHS joint policy statement on preschool expulsion
https://www.acf.hhs.gov/sites/default/files/ece/expulsion_suspension_final.pdf
- Child Care Development Block Grant (CCDBG) reauthorization:
 - States should have policies regarding social emotional behavioral health of young children.
 - State professional development system should include training and technical assistance to providers in:
 - Promoting social emotional development.
 - Implementing evidence-based frameworks such as the Pyramid Model of Positive Behavior Interventions and Supports (PBIS).

Georgia's Response – Department of Education

- Georgia Department of Education began implementation of the PBIS framework in 2007 in response to high suspension and expulsion rates and disproportionality. Since that time
 - more than 650 schools have been trained
 - more than 20% of school systems are implementing PBIS.
- School Climate Star Ratings began in the 2014-2015 school year.

Georgia's Response - DECAL

- Supporting the understanding of child development and social emotional skills:
 - Resources:
 - GELDS
 - Online modules
 - Training
 - Onsite technical assistance and coaching:
 - Inclusion Specialists technical assistance

Georgia's Response - DECAL

- DECAL resources and staff were reallocated to focus on supporting social emotional development and competence.
 - Research-based model framework identified.
 - PBIS Manager hired.
 - Inclusion Specialists' work reframed to include supporting PBIS work.
- Professional Development and resources developed.



We Teach

“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave,
we.....teach?punish?

Why can’t we finish the last sentence as automatically
as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2

Four-Year-Olds

- Resist change
- Want to be in control
- Don't know fact from fiction
- Can't always use words to express their feelings
- Want limits
- Need lots of one-on-one attention
- Learning to be independent with toilet training



Social Emotional Development in Pre-K

● GELDS

- Domain: Social Emotional Development
- Strands:
 - Sense of Self
 - Self Regulation
 - Sense of Self and Others
- Remember the indicators are behaviors expected by **60 months** of age.

Social Emotional Development in Pre-K

- **Standard: SED1 - The child will develop self-awareness.**
 - ***SED1.4d*** Shows independence in his/her own choices.
- What might this look like in a Pre-K classroom?
 - Children may appear to be defiant or non-compliant
 - Inability to make choices
 - Saying “No!”, “I can do it myself!”, “I don’t want to clean up!”

Social Emotional Development in Pre-K

- How would demonstrating independence in choices look at the end of the school year?

- Examples from GELDS:
 - Helps others without being asked
 - Able to choose centers to work in
 - Chooses to follow the rules and waits for her turn
 - Puts materials away as soon as teacher announces clean up time

Social Emotional Development in Pre-K

- **Standard: SED2 - The child will engage in self-expression.**
 - **SED2.4b** With adult guidance, uses verbal and nonverbal expression to describe and explain a full range of emotions
- What might this look like in a Pre-K classroom?
 - Whining
 - Tantrums or outbursts
 - Withdrawal from activities

Social Emotional Development in Pre-K

- How would self-expression look at the end of the school year?
- Examples from GELDS:
 - Tells a friend she is angry because the friend won't share the toy
 - Expresses disappointment that outdoor play is canceled due to weather
 - Actively participates in the small group activity

Social Emotional Development in Pre-K

- **SED3 - The child will begin to demonstrate self-control.**
 - **SED3.4c** Regulates a range of impulses.
- What might this look like in a Pre-K classroom?
 - Taking things from a peer
 - Hitting
 - Pushing
 - Stealing materials or taking classmates' belongings

Social Emotional Development in Pre-K

- How would self- regulation and self- control look at the end of the school year?

- Examples from GELDS:
 - Chooses to ask teacher for help rather than hitting
 - Tells the teacher how much she likes the counting bears and asks to take them home
 - Resists the impulse to push other children so that he can be line leader

Social Emotional Development in Pre-K

- **SED5 - The child will develop relationships and social skills with peers.**
 - **SED5.4c** Attempts to resolve peer conflicts using appropriate strategies
- What might this look like in a Pre-K classroom?
 - Hitting a friend and taking a toy
 - Tattling to the teacher
 - Whining and/or crying
 - Isolating self

Social Emotional Development in Pre-K

- How would resolution of peer conflicts look at the end of the school year?

- Examples from GELDS:
 - Ignores another student who calls her a name
 - Asks the teacher to set the timer so he can have a turn on the computer
 - Gives alternatives: I am playing with these—you can play with those

Example Activities from the GELDS Toolbox

SED2 #25

48-60 months

LARGE GROUP



domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**



Sharing Ideas

Ask the children to find a partner and take turns telling each other about a family outing or favorite activity. You may pose a question to get the conversation started or model a back-and-forth conversation with your assistant teacher. **SED2.4a**

Show and Tell

Create a polka-dot bag for the children to use for show and tell. Invite the children to bring in a special toy from home and place it in the bag. Sing this song:

*What's in the polka-dot bag,
nobody knows but me.
What's in the polka-dot bag,
nobody knows but me.
Paul can't tell you,
you will have to guess.
He (she) will give you three clues,
you will do the rest.*

Help the child come up with three things that describe his/her object. "It's gray. It has a long tail and it squeaks. Yes, it's a mouse." **SED2.4a**

How Are You Feeling?

Use photos of children doing things such as playing alone, crying or happily engaging with others. Ask, "Why do you think this boy is sad?" or "What do you think just happened to make the girl smile so big?" These type of questions will require children to reason and prompt their thinking. **SED2.4b**

No Worries

Read *Wemberly Worried* by Kevin Henkes. Invite the children to share a time when they were worried about something. The children can be encouraged to draw pictures of a time they were worried during center time. **SED2.4b**

The Rainbow Pants

Read the book *The Rainbow Pants* by Kelly Brooks-Bay. After you have read the book, ask children to talk about different emotions. What color pants do they think represent different emotions – such as wearing red pants on a day you feel angry or yellow pants when you feel happy? You can chart children's responses matching the different emotions to pants colors. **SED2.4b**

Musical Feelings

Place cards on the floor that have emotion faces on them. Play music. The children march around on the cards, and when the music stops they act out the emotion shown on the card they are standing on. **SED2.4b**

★ BRIGHT IDEA

For the children who may have difficulty marching to the music, encourage them to move around the cards in a way that is comfortable for them, such as walking or rolling in their wheelchair.

Feelings

Begin large group with this poem:

*When angry feelings start to mount,
That's when I take some time to count:
One ... Two ... Three ... Four ... Five.
Counting helps me settle down,
Counting helps to fade my frown:
Six ... Seven ... Eight ... Nine ... Ten.*

Follow up by reading *The Feelings Book* by Todd Parr, and give the children props and puppets to talk about feelings. **SED2.4c**

Frog and Toad

Read *Frog and Toad: The Lost Button* by Arnold Lobel. Give the children animal headbands to help retell the story. Emphasize how Frog and Toad feel when they can't find their buttons. **SED2.4c**

How Do You Feel Today?

Play a "How Do You Feel?" game. Sing this song to the tune of "The Farmer in the Dell":

*How do you feel today,
How do you feel today,
Tell us how you feel today
How do you feel today.*

Then describe a situation, such as, "A friend fell on the playground. How does he feel?" or "Jada found the book she thought was lost. How does she feel?" Have the children describe what they could say to them. You might also use the song as a greeting, having each child say how he/she feels. **SED2.4d**

Cara's Kit

- Designed for teachers of children under age 6.
- Contains information on how to make adaptations for individuals or groups of children who are experiencing challenges during everyday routines and activities.
- Cara's Kits can be ordered from the DEC bookstore for \$25.

<http://bookstore.dec-sped.org>



Trainings to Support Social Emotional Competence

Title of Training	Length
Nurturing and Responsive Relationships	1-hour
High Quality Supportive Environments	1-hour
Schedules and Routines	1-hour
Transitions	1-hour
Classroom Rules and Expectations	1-hour
Emotional Literacy	1-hour
Emotional Regulation	1-hour
Teaching Friendship Skills	1-hour
Teaching Problem Solving Skills	1-hour
Ounce of Prevention (Administrative level overview of Tier 1)	2-hours

Contact your regional Inclusion Specialist if you are interested in hosting training in your program.

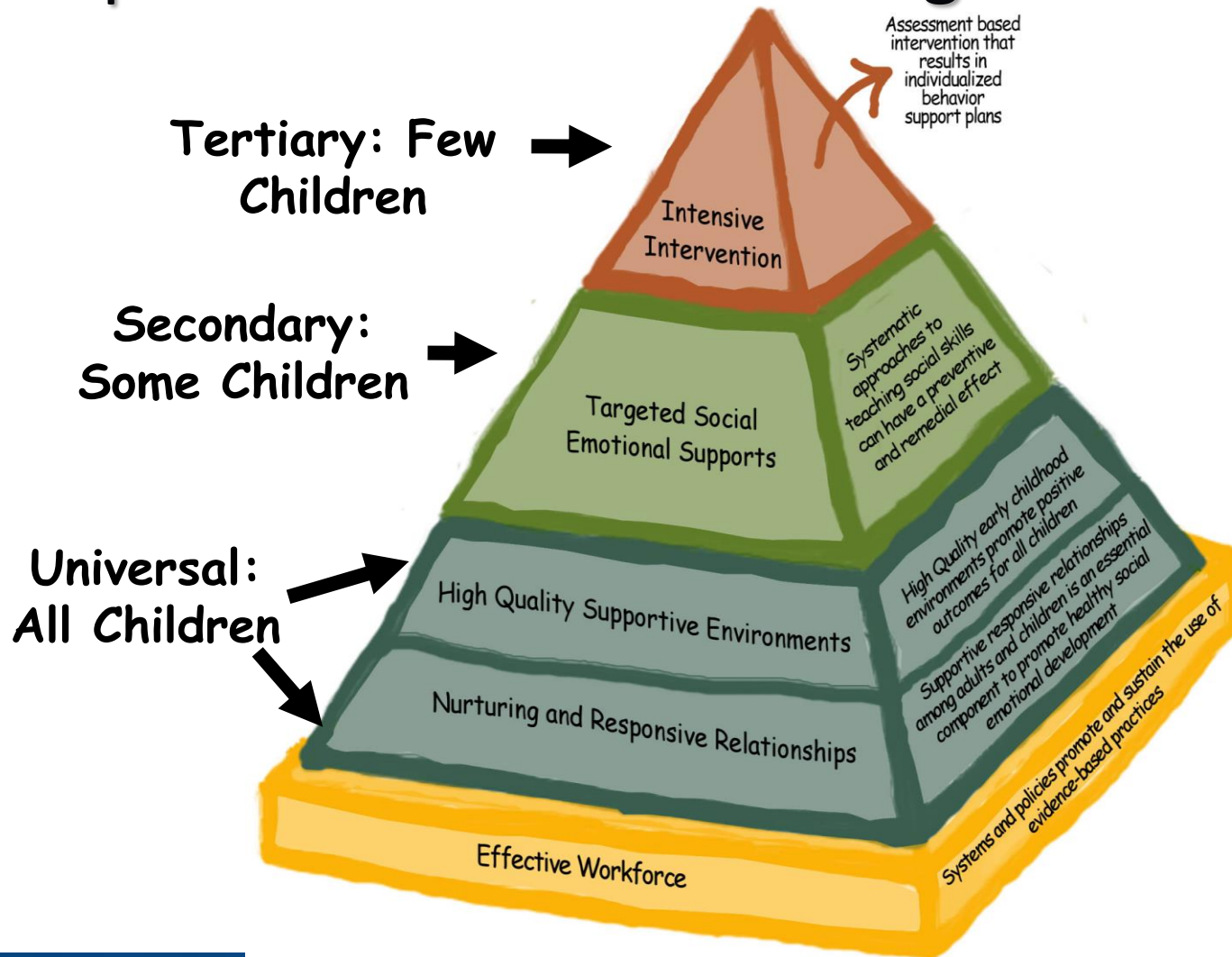
Role of the Pre-K Consultant and Inclusion Specialists

- Pre-K Consultants
 - First contact
 - Supports/strategies/resources to teachers and project directors
- Inclusion Specialists:
 - More targeted supports/strategies/resources to teachers, project directors, families, and the community
 - Training
 - Intensive Professional Development (IPD)

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

- Evidence-based model chosen by Georgia
- Tiered intervention framework of evidence-based practices.
- Developed by two federally funded projects.
- Based on a public health model: promotion, prevention and intervention.
- Aligned with K-12 model

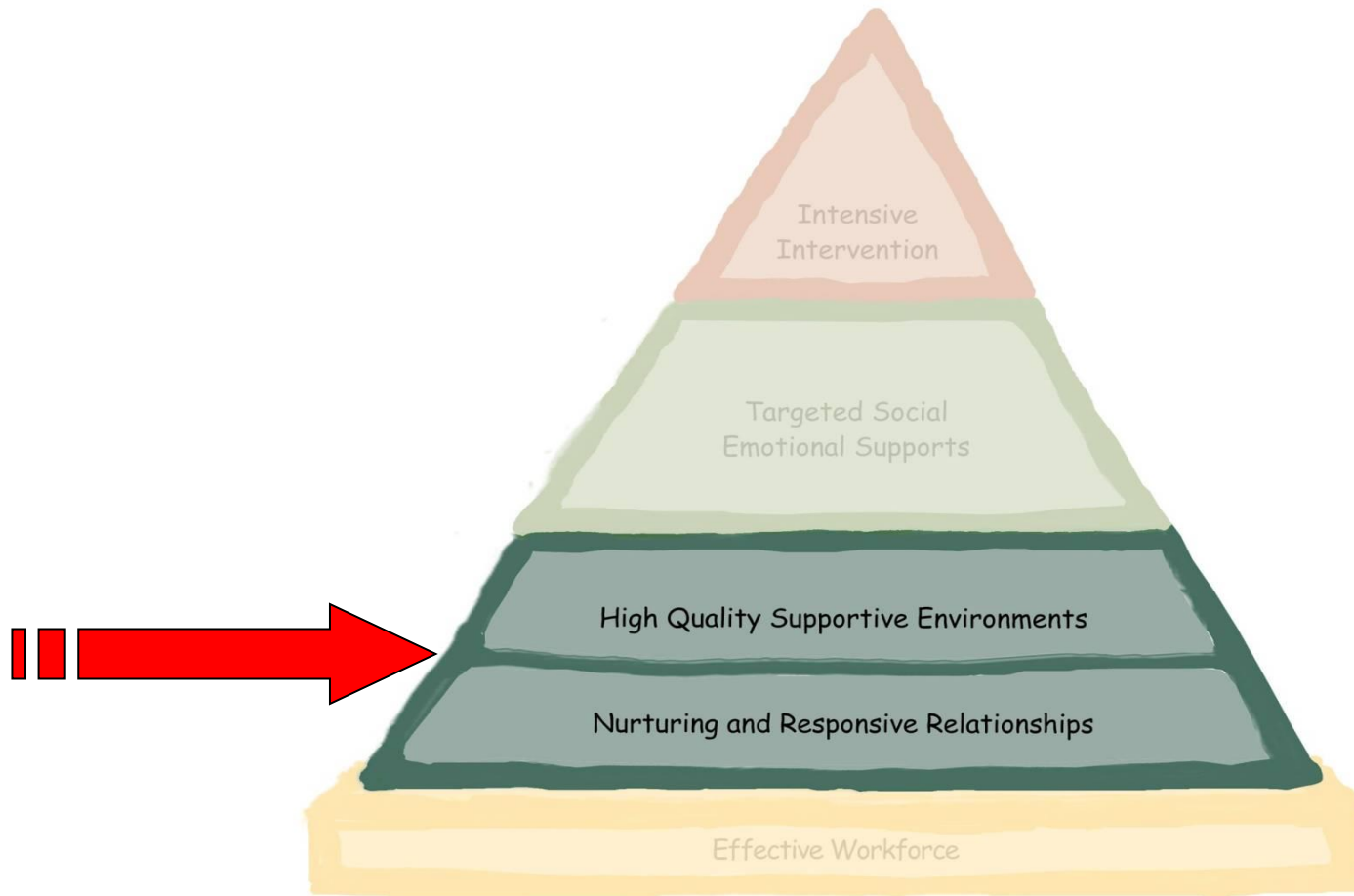
Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children



Effective Workforce



Nurturing and Responsive Relationships and High Quality Supportive Environments



Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members

Some Strategies...

- Making Deposits
- Reframing Our Thoughts
- Family Interactions



Nurturing and Responsive Relationships



High Quality Supportive Environments



- Inclusive early care and education environments
- Universal design for learning
- Making accommodations, providing support

Some Strategies...

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Rules and Expectations



High Quality Supportive Environments



clip 1.5

Targeted Social Emotional Supports



Targeted Social Emotional Supports

- Emotional Literacy
- Self Regulation
- Problem Solving
- Friendship skills



Some Strategies...

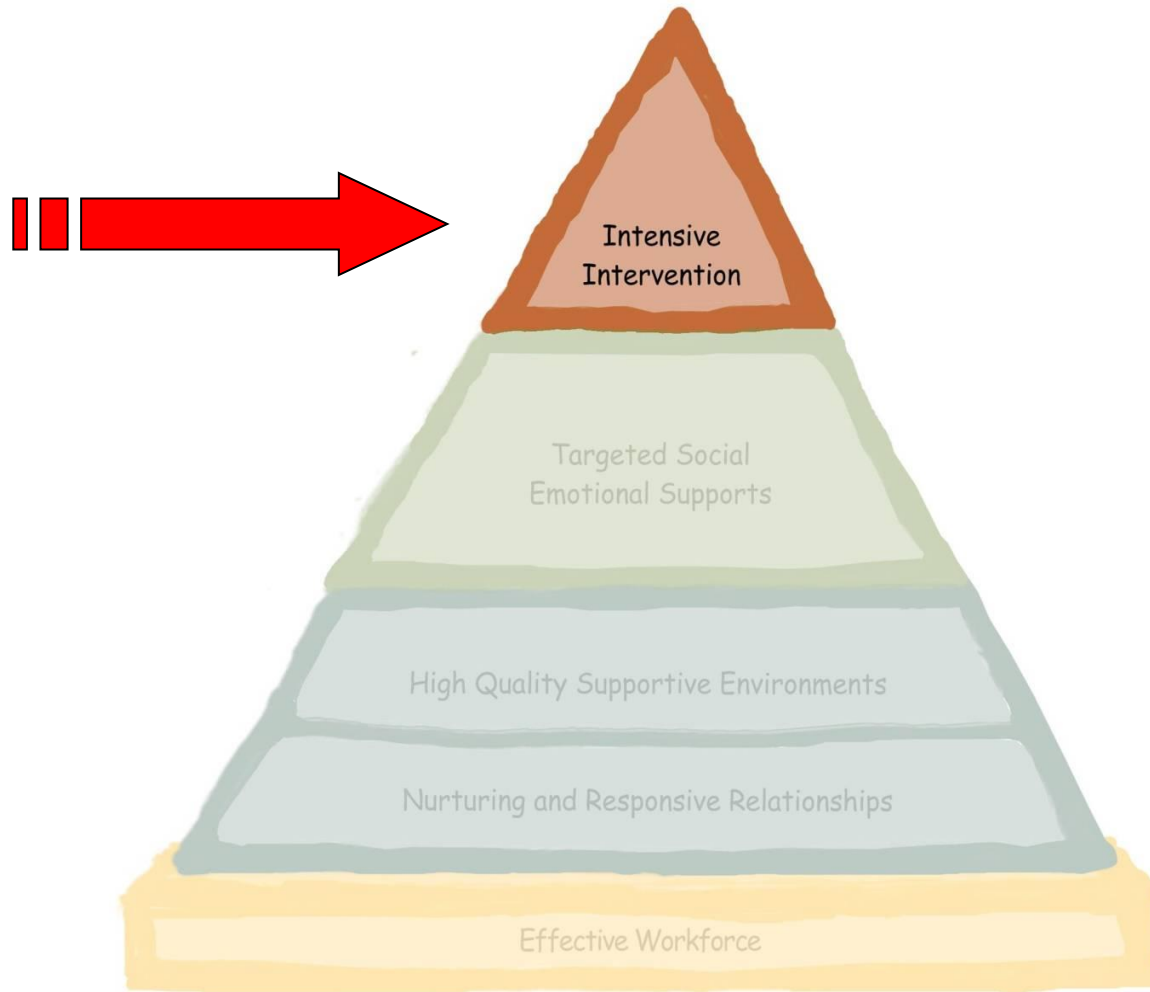
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Support for peer interactions



Targeted Social Emotional Supports

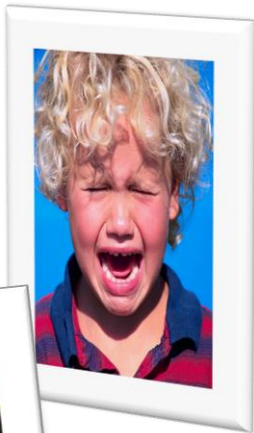


Intensive Intervention



Intensive Intervention

- Family Centered, Comprehensive interventions
- Assessment-based
- Skill-building



Some Strategies...

- Data Collection
- Form and Function
- Setting Events
- Referrals

Intensive Intervention



Georgia PBIS Demonstration Sites

- Collaborative effort: DECAL, DOE, and Get Georgia Reading
- Extensive training provided through a grant to Get Georgia Reading from the Woodward Foundation
- DECAL and Get Georgia Reading staff are supporting 13 sites across the state for the 2015-16 school year

Demonstration Site Commitments

- To be eligible as a demonstration site, programs must:
 - Administer Georgia's Pre-K Program.
 - Identify a site leadership team that will meet at least monthly.
 - Site leadership teams must include:
 - Administrator
 - Classroom teacher
 - Participate in intensive ongoing training and coaching.
 - Collect and use evaluation data.

Demonstration Site

- Applications for 2016-17 school year demonstration sites will be posted early 2016
- If interested, contact Cassa Andrews:
Cassa.Andrews@dec.al.ga.gov



Want More Information?

- Center on the Social Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>
- **Book List:** List of books that support social emotional development.
- **Book Nooks:** Guides to providing hands on activities to embed social emotional learning in everyday activities.
- **Social Stories:** Scripted stories to help children understand social rules and unfamiliar situations.

Want More Information?

- Technical Assistance Center on Social Emotional Intervention
<http://challengingbehavior.fmhi.usf.edu/>
- **Make and Take Workshops:** Printable materials to support high quality environments
- **Backpack Series:** Information about addressing behavior, emotions, routines and schedules and social skills

Contact Information

- Cassa Andrews, Positive Behavioral Interventions and Supports Manager

Cassa.Andrews@dec.al.ga.gov

- Jennie Couture, Director of Practice and Support Services

Jennie.Couture@dec.al.ga.gov

Thanks for Joining Us!

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